

Indiana's Response to Intervention Academy



LEADERSHIP for CHANGE

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Components to Consider

- ❑ Leadership
- ❑ Evidence-based core curriculum, instruction, & interventions/extensions
- ❑ Assessment and progress monitoring system
- ❑ Data-based decision making
- ❑ Cultural responsiveness
- ❑ Family, community & school partnerships

Integrated System for Academic and Behavioral Supports

Tier 3:

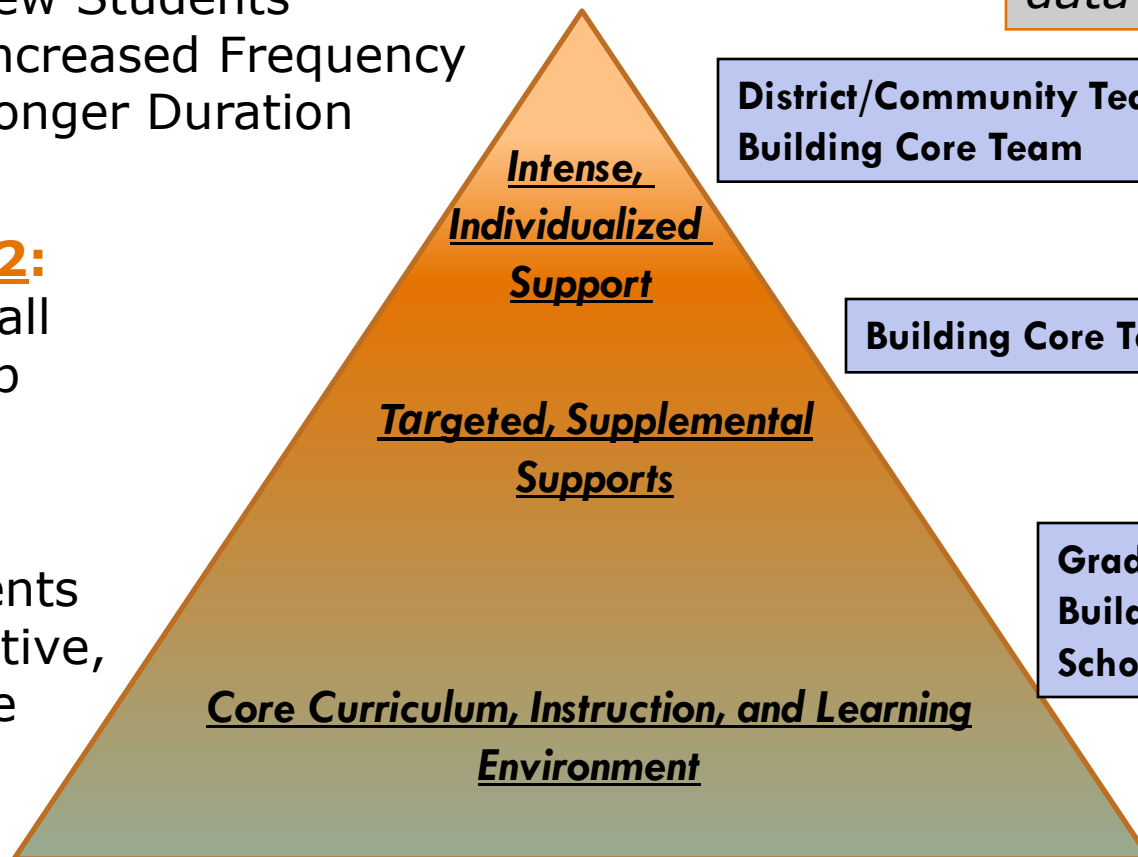
- Few Students
- Increased Frequency
- Longer Duration

Tier 2:

- Small Group

Tier 1:

- All Students
- Preventative, Proactive



District/Community Team
Building Core Team

Building Core Team

Grade Level Teams
Building Core Team
School Improvement Team

Services across tiers are fluid and data-driven

Preview: Connecting My Presentation to Indiana's Vision of RTI

- ❑ Leadership facilitates the success of all students by helping faculty, staff, parents, community members and students envision, embrace, and realize the possibilities for high achievement through shared vision, collaboration, research-based instructional practices, data driven decision-making and positive relationships.
- ❑ Leadership is a crucial component for implementing systemic educational reform that results in highly effective schools. Effective school leadership makes a profound difference for students because it lays the foundation for students being successful at the next level of learning and having the ability to pursue quality options in life.

LEADERSHIP FRAMEWORK

Leadership Teams	Professional Learning Communities	Research-based Framework for School Improvement	Managing Change	Professional Learning	Family, School, Community Partnerships	Sustaining School Leadership
Develop High Performing Leadership Teams	Develop and sustain professional learning communities in support of school improvement initiatives	Anchor school improvement initiatives within the context of a research-based framework	Utilize individual and organizational change management strategies in support of school improvement initiatives	Design powerful professional learning experiences in support of school improvement initiatives	Engage students, staff, families, and community in improving learning	Build leadership capacity at the school and corporation levels

Based on the work of Dr. Albert Bertani & Joanne Quinn as part of the Indiana State Improvement Grant Leadership Initiative 2005-08

LEADERSHIP: THE TOP 10 LIST



FOR
EDUCATION LEADERS

#10
Repeatedly
say:
“problems are
our
friends”

Judy Elliott, MELC, 2004



*"When you see
a problem
coming down
the road,
holler "Hello,
Problem!
Where have
you been?
I've been
training for
you all my
life!"*



Solving Complex Problems



U.S. Air Force Photo



TAME PROBLEMS

Many problems that we face day today are problems that may be quite complex, but that lend themselves to analysis and solution by known techniques. A traditional linear process is sufficient to produce a workable solution. They are problems that can be solved in an acceptable period of time, and it is clear when a solution has been reached.

BUT – some problems cannot be resolved with traditional analytical approaches. They need to be viewed as . . .

‘Wicked Problems’.

10:00 Appointment

- ▣ How does the concept of “wicked problems” relate to your experiences as a school leader?

#9 Think in Shades of Gray. Not Just Black and White



Judy Elliott, MELC, 2004

#8 Change is inevitable, growth is optional



It is not the *strongest* of the species that survive, nor the most intelligent, but the one most responsive to change.

Darwin

“One of the greatest pains to human nature is the pain of a new idea. It...makes you think that after all, your favorite notions may be wrong, your firmest beliefs ill-founded... Naturally, therefore, common men hate a new idea, and are disposed more or less to ill-treat the original man who brings it.”

Walter Bagehot *Physics and Politics*

#7 Relationships, Relationships, Relationships



Fullan . . .

“In the past, if you asked someone in a successful enterprise what caused the success, the answer was ‘it’s the people.’ But that’s only partially true: it is actually the relationships that make the difference.”

Fullan, Michael, **Leading in a Culture of Change**

Mr. Artis is seen as “venturesome” by his colleagues. He is invested in several educational associations and often returns from conferences with new innovations to try. He is on the “cutting edge” of change and actively seeks new ideas. He is always ready to try something new in his classroom and he likes to share his new ideas with others.

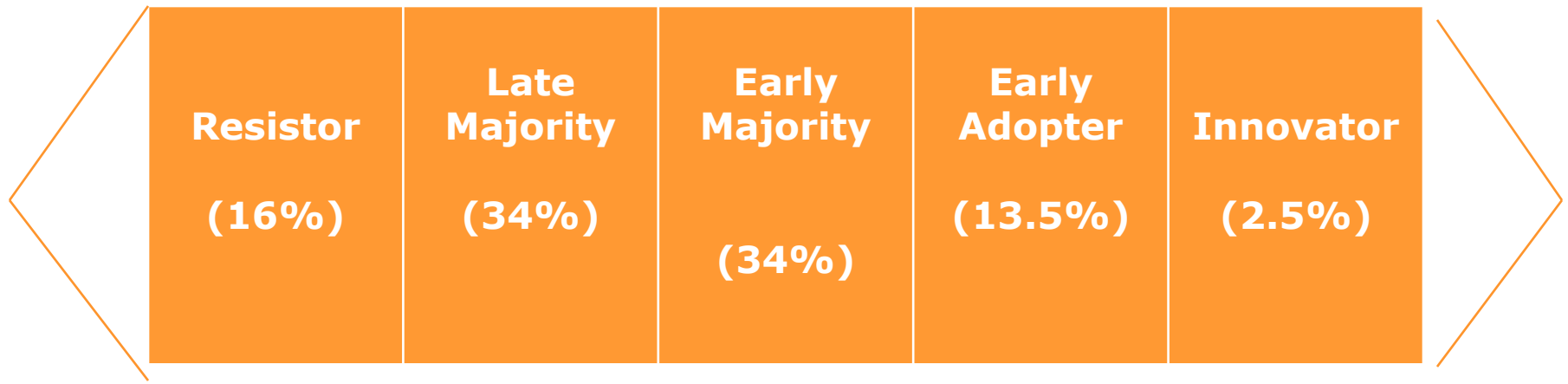
Mrs. Freeman is open to new ideas and is quick to adopt new innovations, but only after reasoned consideration. She has been an educator for many years and she is well respected by her colleagues. She is seen as a solid, sensible decision-maker and values accurate, timely information about any new ideas or innovations.

Mrs. Kingsley is viewed by her colleagues as quite deliberate in her decision making. When approached with something new she prefers to take her time and give due consideration to the new innovation and what it will mean to her. Unless given convincing information, she is reluctant to change.

Mr. Blake is slow to adopt new ideas or innovations. In fact, unless some pressure is applied, change may not come at all. He approaches new ideas with doubts and caution. He has been teaching for quite a while and sees no reason to change what seems to be working well.

Mrs. Sealy is often seen as very slow, and Often resistant, to change. She is very traditional and viewed as extremely conservative in her approach to new ideas or innovations. She tends to be an isolate in her building, yet may be very vocal in her reluctance to embrace change. She can be a powerful resistor when new ideas or change is introduced into her building.

DIFFUSION of INNOVATION THEORY & the Importance of Communication



Adapted from Everett M. Rogers

2:00 Appointment

- ▣ Share an upcoming opportunity when you might use one of these strategies to facilitate the change process in your building or district.

#6 You may feel like the Lone Ranger, but be a team builder



#5 Without data all anyone has is an opinion

Edward Deming



Jefferson Memorial Problem



Data collection, analysis & sharing

- ▣ Setting
- ▣ What data will be collected?
- ▣ How will the data be collected?
- ▣ When will the data be collected & by whom?
- ▣ How often will the data be analyzed & by whom?
- ▣ How will the data be communicated & to whom?

Data Types: Quantitative

Summative Assessment Data

- Summative assessments are used to determine how well we have met our instructional objectives.
E.g.:
 - State assessments
 - District benchmark or interim assessments
 - End-of-unit or chapter tests
 - End-of-term or semester exams
 - Scores that are used for accountability for schools (AYP) and students (report card grades)

Formative Assessment Data

- “Formative assessment is a process used by teachers and students during instruction that provides feedback to adjust ongoing teaching and learning to improve students’ achievement of intended outcomes.”

State Collaborative on Assessment and Student Standards (2006)

Data Types: Qualitative

- ▣ Family Information
- ▣ Cultural, Ethnic Information
- ▣ Self-Reports
- ▣ Observational
- ▣ Informal/Formal Interviews or Surveys

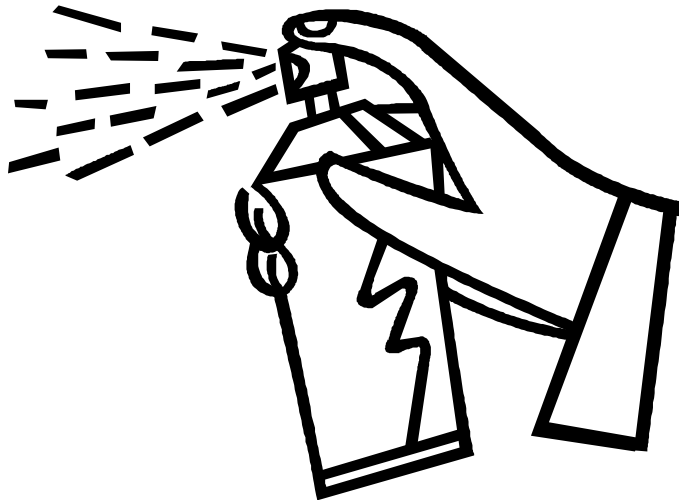
The central question is not
“What about the students is causing the
performance discrepancy?”

But rather . . .

“What about the interaction of the
curriculum, instruction, learners, and
learning environment should be altered
so that students learn?”

Howell

#4 Spray & Pray is not the Way



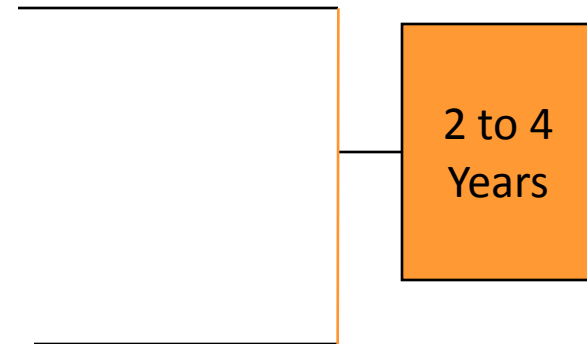
Relationship Between Levels of Impact and Components of Training

Joyce & Showers

Training: Level of Impact	Awareness + Concept Understanding	Skill Attainment	Application/ Problem Solving
Presentation of Theory	85%	15%	5-10%
Modeling	85%	18%	5-10%
Practice and Low Risk Feedback	85%	80%	10-15%
Job Embedded	90%	90%	80-90%

#3 Understand the Process of Implementing Evidence-Based Practices

- ❑ Exploration
- ❑ Installation
- ❑ Initial Implementation
- ❑ Full Implementation
- ❑ Innovation
- ❑ Sustainability



Scaling Up

EXISTING SYSTEM



**EFFECTIVE
INNOVATIONS
ARE CHANGED TO
FIT THE SYSTEM**

**EXISTING SYSTEM IS
CHANGED TO
SUPPORT
THE EFFECTIVENESS
OF
THE INNOVATION**



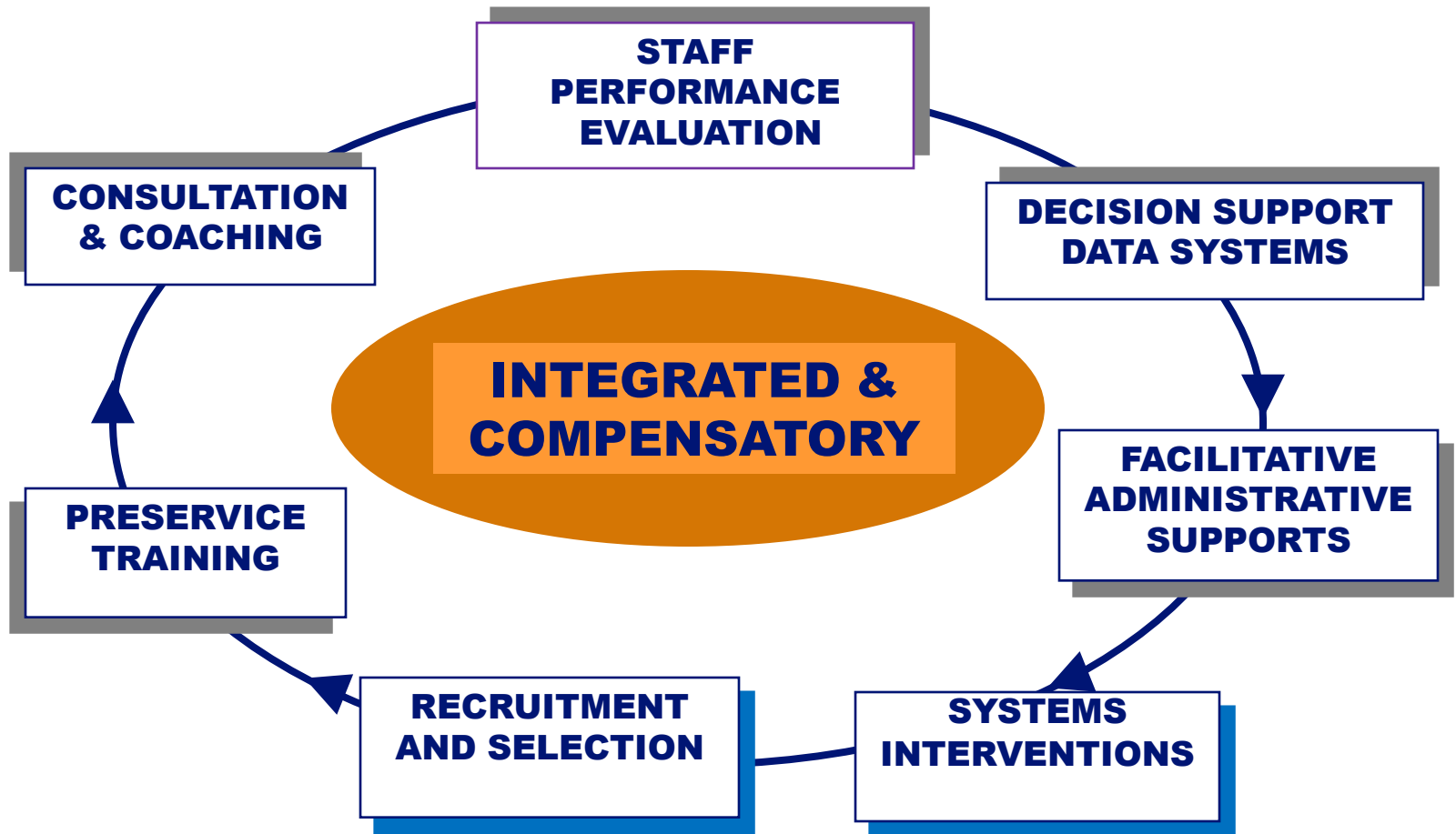
**EFFECTIVE
INNOVATION**



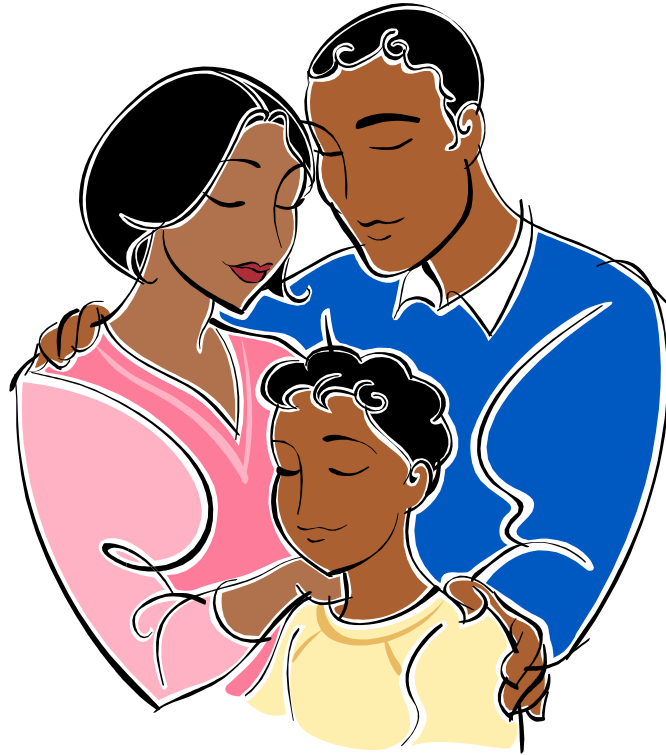
**State Implementation
& Scaling-up
of Evidence-based Practices**

Implementation Drivers

National Implementation Research Network



#2 Develop Family, School, Community Partnerships



The Indiana Task Force on Increasing Student Achievement Through Family, School and Community Partnerships

- ▣ *All schools create policies and implement strategies to develop respect, acceptance, and an appreciation of diversity within the school community.*
- ▣ *Families and the community are actively sought out and engaged in school leadership, decision-making, and school improvement.*
- ▣ *Schools are a location for access to community resources, information, and support, and serve as a year-round hub of activities that promote the physical, social, economic and educational growth and well-being of the community.*

-
- ▣ *All schools actively work to have a family-friendly environment, including family resource centers, family liaisons, and offering staff professional development around creating family-friendly atmospheres.*
 - ▣ *Individual student needs are met through collaboration between the family, the school, and the community to ensure that education, support services, and transitions occur on a continuum without gaps or unnecessary duplication.*

**#1 *Without
question,***

Children First:

Always



IT'S ALL ABOUT . . .

Effective
Schools

Quality of
Instruction



IMPACT ON LEARNING

	Percentile Entering	Percentile Leaving
Average School		
Average Teacher	50	50
Ineffective School		
Ineffective Teacher	50	3
Effective School		
Ineffective Teacher	50	37
Ineffective school		
Effective Teacher	50	63
Effective School		
Effective Teacher	50	96
Effective School		
Average Teacher	50	78

RESEARCH ON EFFECTIVE SCHOOLS

- ❑ **Ronald R. Edmonds**
- ❑ **Larry Lazotte**
- ❑ **Robert Marzano**
- ❑ **90-90-90 Research**
- ❑ **Benchmark School Study**
- ❑ **Beating the Odds Study**
- ❑ **No Excuses Schools**
- ❑ **Hope for Urban Education Study**

Effective Schools & Quality Instruction is about . . .

- Curriculum
 - “what is taught”
 - Instructional philosophy/approaches, content, & pacing
- Instruction
 - “how it’s taught”
 - Materials, direct instruction with explanation and cues, clear expectations and goals, sequencing
- Environment
 - “where instruction takes place”
 - Physical arrangement, rules, routines, expectations
- Learner
 - “who’s being taught”
 - Motivation, abilities
 - Considered after the above are addressed, if needed.

Howell

Effective Schools

- ▣ Guaranteed and viable curriculum
- ▣ Challenging goals and effective feedback
- ▣ Parent and community involvement
- ▣ Safe and orderly environment
- ▣ Collegiality and professionalism

Source: Marzano, **What Works in Schools**

Quality Instruction

- ▣ Identifying similarities and differences
- ▣ Summarizing and note taking
- ▣ Reinforcing effort and providing recognition
- ▣ Homework and practice
- ▣ Nonlinguistic representations
- ▣ Cooperative learning
- ▣ Setting objectives and providing feedback
- ▣ Generating and testing hypotheses
- ▣ Cues, questions, and advance organizers

Source: Marzano, Pickering, and Pollock

6:00 Appointment

- ▣ How will you apply these leadership principles to positively impact disproportionately in your building or district?

References/Resources

- ❑ Fullan, Michael. **Leading in a Culture of Change**, Josey-Bass, 2001
- ❑ Guskey, Thomas R., Five-Level Model for Evaluating Professional Development
- ❑ Hall, Gene E. & Hord, Shirley M. **Implementing Change: Patterns, Principles and Potholes**, 2nd Ed., Pearson, 2006
- ❑ Henderson, Anne T., Mapp, Karen L., Johnson, Vivian R. & Davies, Don. **Beyond the Bake Sale: The Essential Guide to Family-School Partnerships**, The New Press, 2007
- ❑ Joyce, Bruce & Showers, Beverly. **Student Achievement through Staff Development**, 3rd Ed., ASCD, 2002
- ❑ Katzenbach, Jon R. & Smith, Douglas K. **The Wisdom of Teams: Creating High-Performance Organizations**, Harvard Business School Press, 1993
- ❑ Lambert, Linda. **Leadership Capacity for Lasting School Improvement**, ASCD, 2003
- ❑ National Implementation Research Network,
<http://www.fpg.unc.edu/~nirn/>

Further Information

- ▣ Brett E. Bollinger, Ed.D.
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- ▣ Indiana's Vision of Response to Intervention website:
<http://www.doe.in.gov/indiana-rti/>